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ABSTRACT

This handbook includes assorted checklists, calendars, guides, and forms to help in managing a high school reading laboratory. The program is based on a diagnostic-prescriptive, skill-centered approach to the teaching of reading. Procedures related to the philosophy of the program, organization and storage of materials, record keeping, and testing are discussed. (AA)

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS
131 Livingston Street, Brooklyn, New York 11201

Leonard Kantrowitz
Supervisor

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Assistant Supervisors

MANAGEMENT MANUAL

HIGH SCHOOL READING LABORATORIES

FUNDED READING PROGRAMS

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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131 Livingston Street, Brooklyn, New York 11201

Leonard Kantrowitz
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Assistant Supervisors

Dear Colleague:

Welcome back from the summer vacation. We look forward to a productive and gratifying year for you and your students.

We have prepared for you a packet of materials which we hope will be helpful. Included are calendars, check-off lists, guides and forms which we are sure you will find useful. A very significant source of materials is the Board of Education curriculum publication Reading Laboratory for Secondary Schools, produced with the cooperation of the Bureau of English, which incorporates the work of supervisors, teacher trainers, and teachers who worked with R2R and RAP. Many items included in these notes are extracts from this publication. The work of other people is included. Time has clouded origins so that due recognition will not always be recorded. However, we do wish to give credit to the work of teachers associated with the program whose ideas resulted in valuable contributions to this manual.

Nor can I overlook the work of the reading consultants/ teacher trainers of this program whose efforts are so widely represented in this collection. Special thanks go to three of them, Michael Nemoytin, Mimi Chodosh and Bob Fredericks for this year's revision of these notes.

Please keep this booklet for term-long reference.

For those of you who are new to the High School Title I Reading Programs we would like to give you some information about our approach. We believe that the student must be considered as an individual with particular problems. If we are to help, we must diagnose the pupil's own weaknesses, teach the necessary skills, and then prescribe materials which will help to remediate them.

The success of your students depends on your dedication and your knowledge of instructional methods and materials. We wish you well. We offer you our assistance. We welcome your suggestions.

Cordially,

Leonard Kantrowitz

LEONARD KANTROWITZ
Supervisor
Title I High School Reading
Programs

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Leonard Kantrowitz
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INTRODUCTION

THE READING LABORATORY

The individualized reading skills center is often equated with the reading laboratory because of the special equipment for an individualized and sometimes experimental approach to the teaching of reading. This manual will answer the following list of questions dealing with the philosophy, methodology, climate and management of a reading laboratory.

1. Am I familiar with the philosophy of a reading laboratory? _____
2. Can I create a different, exciting or unusual climate? _____
3. Do I have a separate room in which to set up my laboratory? _____
4. Is there movable furniture in the room? _____
5. Are there areas for small groups and for individual work? _____
6. Is there adequate storage space? _____

Philosophy and Methodology:

The Reading Laboratory subscribes to the philosophy of a diagnostic-prescriptive skill-centered approach to the teaching of reading. Such an approach presupposes that each student in the reading program will be:

1. diagnosed to determine strengths and weaknesses in specific skills areas.
2. provided an instructional program determined on the basis of diagnostic findings.
3. permitted to progress at his own rate, and to utilize his own particular learning style and interest.
4. permitted to progress at his own rate, with minimal regard to competition with his peers.
5. encouraged to be an active rather than a passive participant in the learning process.
6. permitted to participate in an approach to acquiring basic reading skills which require self-directing, self-teaching, self-correcting activities.
7. provided the opportunity of <u>immediate feedback</u> regarding his performance in a particular skills area.
8. given the opportunity to share in the decision-making process as it relates to his particular needs and interests.

9. free to seek the support of the classroom or reading teacher in helping to define his particular needs.

10. given the option of selecting from a variety of materials which are geared to teach specific skills.

11. provided opportunities for interacting with his peers and for seeking help from them as needed.

12. provided opportunities to combine and apply the reading skills through recreational reading.

HOW DO I KEEP TRACK OF EVERYTHING AND EVERYONE?

Since there are many varied activities and materials in a reading skills center, the teacher must set up a system to keep track of his or her work. The teacher will have to supervise and administer the skills center efficiently in three key areas:

1. The center must be organized for a smooth flow of activities.
2. The students must have a system of recordkeeping.
3. The teacher must have a system of recordkeeping.

A handy checklist has been devised to focus on the specific management tasks covered in the chapter. Samples of various recordkeeping devices will be included and explained.

CHECKLIST	CHECK-OFF
The Center Must Be Organized for a Smooth Flow of Activities	
1. Materials should be permanently arranged, preferably in groupings such as word attack, comprehension, and study skills.	1.
2. A Guide to locate materials should be available.	2.
3. Uniform answer sheets should be conveniently accessible to the class. (Sample O)	3.
4. Answer keys for all materials must be available and labled.	4.
5. Periodic housekeeping is necessary.	5.
The Student Must Have a System of Recordkeeping	
1. An individual student work folder.	1.
2. An assignment sheet. (Sample N)	2.
3. An independent reading record. (Sample T)	3.
4. A conversion table to figure percentages. (Sample P)	4.
The Teacher Must Have a System of Recordkeeping	
1. An item analysis sheet. (Samples F & G)	1.
2. A profile sheet for each student. (Sample H)	2.
3. A copy of the student's program. (Sample A)	3.
4. A Title I Reading Data Card for each student. (Sample B).	4.
5. A student interview. (Sample S).	5.

ORGANIZING MATERIALS

Materials Should be Permanently Arranged

The skills center includes a wide variety of reading materials that can be organized conveniently into three broad areas:

1. Word Attack Skills--phonetic and structural analysis, use of context, and dictionary skills.
2. Reading Comprehension-literal, interpretative and critical reading skills.
3. Work Study Skills--Reference, map, and content area skills.

In addition to this type of organization, a skills center usually has a media corner where audio-visual hardware and software is utilized and stored, a library corner containing a wide variety of paperbacks, newspapers, and magazines; a content-area corner with copies of textbooks used at the school. It is important that the areas be clearly defined so that everyone can locate materials quickly.

A Guide to Help Every Student Easily Locate Materials

There are several methods that can help students to find materials quickly:

1. Each set of materials is numerically coded. A guide sheet is provided for each student in the class or is posted in various locations throughout the room. When the student is assigned by code to the materials, he can easily find it by looking for the coded kit.

2. In addition to coding the kits, teachers may post signs in the key sections of the room. For example, the following sign may be prominently displayed in the word attack area:

Word Attack

12, 14, 18, 21, 28, 30, 45, 58

It indicates that eight different kinds of word attack materials are located there.

3. If storage space is a problem, students' lockers or closet shelves may be used. They too, can be coded with signs listing the materials stored there.

CLASSROOM APPEARANCE

--ask the librarian for old copies of magazines and post a sign in the main office to solicit magazines from the faculty. Add these to the Skills Center.
--make your room look like a "non-classroom"
paperbacks stacked to attract students
skills materials (clustered)
--set-up materials and arrange for media corners. Posters, Subway Maps, etc. help to make the room attractive. Make an informal poster with the caption "Best Seller List" where students may list books they recommend to their classmates as well as Graffiti Boards for all of your classes.

PERIODIC HOUSEKEEPING

A paraprofessional or teacher assistant can be very helpful in keeping the reading laboratory organized. Lacking this assistance, high school teachers must plan for periodic housekeeping. Student assistants may be assigned to "clean up" during the course of each period or at the end of the day.

Disorganization results from two very common problems: students often leave kit components in their folders or they carelessly misfile the materials. The class should be encouraged to form good habits, which will require persistent teacher guidance. The best learning for students will occur when they begin searching for misfiled materials and make their own demands for order. It's all part of "growing up."

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RATIONALE FOR TESTS -- FORMAL AND INFORMAL

WHY TEST?	INSTRUMENT	AND AFTERWARDS
I.a. Screening to determine whom to schedule for laboratory To get pre- and post-scores for group evaluation b. To measure individual growth in reading	NYC Title I Reading Test 1. Intermediate level (T) for students who are reading below 5.0 2. Advanced level (A) for students who are reading above 5.0	I. Student Reading Levels TOTAL test score = Frustration Level - no material initially assigned at this level One year below TOTAL score = Instructional Level - material used in individual or small group instruction Two years below TOTAL score = Independent Level - independent work in lab assigned at this level
II. To get a quick assessment of attitudes, interests, background	Student interview (See Sample U)	II. Teacher should build on information about language background and interests to direct student toward material of interest when possible, whether for skill building or pleasure reading. In grouping for instruction, teacher should take into account student's attitude toward authority, toward peers.
III.a. To get an estimate of a student's levels of reading in an individualized non-threatening setting. b. To verify other reading scores c. To analyze methods of word attack	Spache Diagnostic Scales	III. Though time consuming, this instrument can give a comprehensive picture of comprehension and word attack problems (including those of the virtual non-reader). This test provides levels at which the student can read independently and at which he can profit from instruction. Listening comprehension supplies a potential level.
IV. To pinpoint specific sound-symbol problems	Roswell-Chall or Spache Phonic Inventory	IV. Program for specific phonic remediation in workbooks, with cassettes, or in linguistic materials such as the Merrill Readers.

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BEFORE, DURING, AND AFTER

A CHECKLIST FOR TESTING PROCEDURES

BEFORE THE TESTING

1. Do I avoid giving tests when the students are excited and/or have something on their minds (e.g., around holidays, field trips, etc.)?
   Yes____ No____

2. Before administering the test, do I take it myself?
   Yes____ No____

3. Before giving the test, do I thoroughly study the content of the test manual? Yes____ No____

4. Do I adequately prepare the students for a state of "readiness" for the test (i.e., everything from an absence of undue tension to clear desk tops)? Yes____ No____

5. Do I coach the students before the test on any subject matter I know will be on the test? Yes____ No____

6. Before starting the test, do I make sure that I can supply the students with the right number of tests and pencils. Do I have extra pencils, erasers, and scrap paper? Yes____ No____

7. Do I have answers to anticipated questions the students will ask. (e.g., "Should we skip the hard questions, or should we guess at the answers?") Yes____ No____

8. Do I make sure that the students can comfortably handle the test materials (esp. "lefties") and that they are seated so as to encourage self-reliance?
   Yes____ No____

9. Do I ready the room for the students before the test (i.e., see that heat, light, ventilation, etc. are adequate?) Yes____ No____

10. Do I place a "Please do not disturb" sign on my door, and wait until all students who will be present are seated? Yes____ No____

11. Do I check test booklets before the test to make sure that they are clean and usable? Yes____ No____

12. If students have never used a machine-scorable answer sheet, do I explain its use the day before the test? Yes____ No____

13. Do I understand why the test is to be given so I can tell my students its purpose? Yes____ No____

14. Have I read and explained all the necessary directions to the students?
   Yes____ No____

Note: See Pages 7 and 8 for specific instructions on N.Y.C. Title I Reading Tests.

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DURING THE TESTING

1. Do I impress the students with the fact that the testing experience should carry with it neither undue tension nor indifference?
Yes____ No____

2. Without sounding too stilted, do I make sure that I follow the test author's directions explicitly, speaking in a clear voice and giving proper emphasis to key words and phrases?
Yes____ No____

3. Do I supplement oral instructions with the blackboard or charts if the directions are still unclear to the students?
Yes____ No____

4. Do I accurately time the test with the use of a stop watch, timer, etc.?
Yes____ No____

5. Do I keep the amount of time left in a long test on the board so students will not be tense about the time and will be able to budget their time?
Yes____ No____

6. While not making any student self-conscious, do I move around the room in order to note individual test behavior which is unusual, provide sharp pencils if needed, answer questions which the directions permit, and encourage an atmosphere for quiet work?
Yes____ No____

7. Do I remain in the room throughout the entire testing session?
Yes____ No____

8. Do I collect materials promptly and completely after the test is ended?
Yes____ No____

9. Have I collected a Question Booklet and an Answer Sheet from each student individually to insure the security of the testing materials?
Yes____ No____

AFTER THE TESTING

1. Do I make note of students whose behavior during the test strongly suggests that their test results will be invalid?
Yes____ No____

2. Do I arrange for students who were absent to "make-up" the test?
Yes____ No____

3. Do I rescore a sample of the tests to make sure that the scoring was accurately accomplished? Yes____ No____

4. Do I check the accuracy of the addition of the subtest scores?
Yes____ No____

5. Am I careful to be explicit when I record pupil test data so that other teachers and personnel will benefit from a knowledge of my testing (e.g., rank the grade equivalents from high to low, show percentile ranks of all pupils in the classroom, etc.)?
Yes____ No____

6. Do I help students analyze the results on their scored papers in terms of major strengths and weaknesses?
Yes____ No____

TESTING INSTRUCTIONS FOR READING TEACHERS

1. PREPARE FOR THE TEST
   a. Review and give practice in good test taking procedures.
   b. Have a supply of sharpened pencils ready for use.

2. TESTS

   In order to protect the security of the specially printed New York City Title I Reading Tests, we are suggesting that the following procedures be followed:

   Numbering Test and Answer Keys:

   1. For each form (intermediate and advanced) number the total number of tests from 1 to N (total number of copies).
   2. Keep a record of the tests that each teacher has. i.e. Smith 1-14 T
      1-16 A
      Jones 15-25 T
      17-21 A, etc
   3. Number the total number of answer keys for each form and keep a record of the answer key that each teacher has.
   4. On the first testing day have students place the number of their particular test in the top corner of their answer sheet.
   5. On the second testing day hand out the answer sheets to students and then give the students the same number test that they had during the first testing session.

3. TESTING
   a. Pick up booklets, answer sheets, answer keys and tables in office at beginning of first day of testing. Sign for the tests.
   b. Each teacher will receive one set of advanced booklets and one set of intermediate booklets. The booklets have been numbered so that it is easy to check that all have been returned. Please check after each class takes the test. Also check to be sure booklets have not been written in. Keep booklets together with a rubberband. Do not leave them in view on top of the desk, even during class. Do not store booklets in drawers, only in locked closets.
   c. Students should be instructed on how to fill out the answer sheet. All information should be filled in. Also students should be allowed to write the number of the test booklet they use on their answer sheets. Explain how to change an incorrect answer. Teachers should make sure students do not go on to other parts of the test even if they have additional time. Pen or pencil may be used.
   d. Make certain students are using appropriate level of the test.
   e. Go over the sample and the instructions with each class.
   f. Timing is to be observed exactly -
      15 minutes - vocabulary
      25 minutes - reading comprehension
   g. Collect paper--check that all have been returned.

NOTE: Each answer key for test forms IA,T(F) IIA,T(G),IIIA,T(H) can be used only for these tests. Other keys are not interchangeable.

4. TEST MARKING

a. Tests should be marked only when both parts have been completed, except in cases where it is necessary to correct whatever data you have on a student for record purposes.

b. Tests must not be marked in the classroom in the presence of students.

c. When marking tests do not place marks in the holes that represent the correct answers. These marks could create an approximation of the answer key which could be very helpful to the enterprising students.

d. The test answer sheets are not to be placed in the student folders. Rather, they are to be kept with the teacher's other class records. The student profile sheet should contain the pertinent data from the test answer sheet and this is kept in the student's folder.

e. After testing and marking, please confer with each pupil individually to explain the results. Show him areas of improvement from the previous test.

5. RECORDS

1. A post test score is needed for every student unless the student is discharged or truant. In other words, test every possible student.
2. Complete Title I Data Cards. There must be a card for every student who was in your class at any time this term.
3. Data cards will be collected in June so be sure to enter reading scores in all appropriate places:

cumulative reading record
permanent record
profile sheets

TITLE I READING DATA CARD (See Sample B)

The Data Cards are needed for the evaluator. The information should be maintained for school purposes through a duplicate card, a class list or some other suitable system. The data will be used by the Reading Coordinator for evaluating and programming students.

USE OF A TAXONOMY (See Samples I,J,K,L, & M)

Guides to materials have been prepared for the high school reading laboratories. These guides encompass the science, social studies and general reading materials which have been classified by reading skill in the following areas: vocabulary, comprehension, and study skills.

The level of this material is graded: Easy (4.5 or Below), Medium (4.5 to 6.0) or Hard (6+). The reading teacher will find it a handy reference for making prescribed assignments after the needs of the students have been diagnosed.

USE OF A PROFILE SHEET (See Sample H)

The Profile Sheet is devised to help the teacher keep an ongoing record of all tests and observations pertinent to the student's reading skills. It provides a compact reference for standardized tests, individualized tests, teacher-made tests, and health information the teacher has gathered. In addition, there is room for the teacher to record observations and conclusions regarding the student's strengths and weaknesses in the reading skills. It is especially useful when stapled into the student's folder so that any subsequent reading teacher will have a comprehensive picture of the youngster.

ITEM ANALYSIS SHEET (See Samples F & G)

The Item Analysis Sheet enables the teacher to diagnose the skills tested in the "New York City Title I Reading Tests." One Item Analysis Sheet is provided for all three Advanced tests (Sample F), and the other is for all three Intermediate tests (Sample G). The Comprehension subtest is divided into four skills: Main Idea, Inference, Facts, and Word Knowledge in Context. Initial diagnostic information can be obtained by an analysis of the responses in each skill area.

USING THE ASSIGNMENT SHEET AND PROGRESS CHART (See Sample N)

Assignments are made according to areas of disability. Progress in these areas is then graphed.

Progress Charts are devised to help the student map his achievement in overcoming a specific skill deficiency.

The following suggestions should be of assistance in using the assignment sheet:

1. All assignments must be made according to the diagnosed needs of the students. They must reflect the needs indicated by the profile sheet.

2. Refer to the taxonomy of materials to identify those which are best suited for the student.

3. Assign beginning work one to two years below test score to insure initial success.

4. Do not assign work from more than two or three different materials at the beginning.

5. Initially make at least five assignments, rotating the materials, focusing on two or three different skill areas.

6. Continually make assignments for each youngster after you have worked with him and assessed the value of the material. Adjust assignments if the student finds the work too easy or too difficult. Elicit his comments about the effectiveness of the material and implement his requests. Generally, 70 - 85% scores indicate accurate programming; less than 70% scores indicate material is too difficult; 90% scores or higher indicate material is too easy.

7. Allow for a wide variety of options for the youngster because the same skill can be taught by various materials and their effectiveness will depend on the student's preference and learning style.

USE OF ANSWER SHEETS (See Sample O)

Kits have different answer sheets designed for specific question patterns, and many of them include a supply of answer sheets with the original purchase. However, ordering additional answer sheets could become a problem and multiple answer sheets can become confusing for a student. We have included a sample all-purpose answer sheet which you may find helpful.

USE OF ANSWER KEYS

Without answer keys for the different materials in the reading laboratory, life for the teacher can become somewhat chaotic. Not only is it important to remember to order them with your purchase but a wise precaution would be to duplicate copies for the centers.

STUDENT WORK FOLDER

It is desirable for each student to have a folder for his work. As it grows in size, it serves as a concrete record of his accomplishments. Folders should include the following:

1. Uniform answer sheet (Sample O)

2. A student assignment-progress sheet (Sample N)

3. A record of his independent reading (Sample T)

4. Profile Sheets (Sample H)

The folders should be alphabetically arranged for each reading class. By numbering each alphabetized grouping, it will be easy to keep them in order. Color coding the folders according to class is also helpful.

Many students like to personalize their folders with colorful art work. This interest may serve as a springboard when introducing the folder system.

SMALL GROUP INSTRUCTION (See Samples Q & R)

In implementing small group lessons the teacher should start with that group of students who show a common need based on their test results. This group may well be composed of students who have not profited from being given only reinforcement exercises or assignments, without having been taught the skill. Small group instruction allows an economical use of teacher time and an opportunity for pupils to have an interchange of ideas.

A small group lesson should involve only three or four students. The reading materials used in the exercises should be at the students' independent reading level. The teacher must be especially careful that all students understand each small segment of the lesson. Before moving on to the next more difficult component of a lesson, the teacher should make every effort to ensure that each student has overtly demonstrated an understanding of the preceding segment of the lesson. (See manual, Some Models for Small Group Lessons in Comprehension).

STUDENT INTERVIEW (See Sample S)

The sample checklist for observing and evaluating attitudes toward reading may also be useful in laboratory centers. It may be included as part of the teachers' anecdotal record for each child or may be duplicated on an index card.

INDEPENDENT READING RECORD (See Sample T)

The Independent Reading Record is designed to encourage extensive reading by enabling the student to list and comment upon the books he is reading. The comments do not have to be elaborate, but the teacher can use her judgment about whether she wants a simple code such as difficult, easy, interesting, very interesting, or a comment of sentence length.

Any simple record keeping system may be used to encourage students to borrow and return books to the classroom library.

READING IN THE CONTENT AREAS

Increasingly, there is concern about helping the poor reader to become successful in other subject classes. While the various materials in the reading laboratory should help the student to develop the necessary work study skills to learn effectively, there are some teaching practices which the reading teacher and the content area teacher should consider to help the poor reader in his learning activities during the course of the day. The following check-list of practices will help to accomplish this goal on a school-wide basis:

In the Reading Laboratory, the teacher should:

1. Stock room with materials that provide for useful work-study skills' assignments on a variety of levels. _____
2. Discuss with the student the specific study skills that will help to improve overall school performance. _____
3. Plan to evaluate the problems that the students are having with homework and other content area reading assignments. _____
4. Notify other teachers of students enrolled in the reading laboratory. See page 13. _____
5. Create opportunities for other content area teachers to assist students and work with materials in the reading laboratory. _____
6. Make a joint effort with content area teacher to assist the remedial reader. _____
7. Identify other programs available in the school (i.e., Homework Helpers Program). _____

On A School-Wide Basis, the content area teacher should:

1. Know the reading ability of the student from

   cumulative records
   standardized tests
   informal reading analysis
   cloze

2. Know the readability level of the textbooks in use. _____
3. Use text materials suited in difficulty to the reading levels of students. _____
4. Discuss the format of the textbook and how it may be used effectively. _____
5. Identify and provide, if possible, teacher materials written on below-grade and above-grade reading levels. ____
6. Note special vocabulary and concepts introduced in various units. _____

7. Plan to teach essential vocabulary and concepts. _____

8. Provide special assistance for poor readers. _____

9. Plan to evaluate students' understanding of vocabulary and concepts and reteach, if necessary. _____

10. Know the special study skills involved in the subject area and teach them as necessary. _____

11. Make clear and concise assignments. _____

12. Provide differentiated reading assignments for the different groups of the class either through varied texts or prepared material. _____

13. Teach the use of appropriate reference materials. _____

14. Encourage student to read widely in related materials. _____

15. Encourage the reading of recreational as well as informational reading matter. _____

CONTENT AREA INFORMATION SHEET:

DATE

Dear _____,

Please note that these students in Title I Reading Classes are in one of your subject classes. To help you better determine each student's potential level of achievement, I have indicated his reading score. This information should make the score more useful.

Student Reading Levels in Terms of
Standardized Group Tests

TOTAL test score	=	Frustration Level - no material initially assigned at this level
One year below TOTAL score	=	Instructional Level - material used in individual or small group instruction
Two years below TOTAL score	=	Independent Level - independent work in lab assigned at this level

Because students are often embarrassed about their reading scores, please use this information carefully.

Sincerely,

Reading Coordinator

Student	Section	Reading Score	Comments

HELPFUL HINTS

Organization of Materials

Bookshelves, storage cabinets, and filing cabinets are needed for organizing and securing reading materials, hardware, and student folders, as well as the miscellaneous materials the lab generates. However, if you can't get them, plastic milk cartons from the cafeteria make reasonable substitutes. Stacked and secured with short bolts, nuts, string, or wire, they make accessible and attractive (depending on distributor) shelves for materials. Used in their original positions, they are the right size to hold student folders and answer sheets, progress graphs, etc., in lieu of filing cabinets.

If the floor space, or its lack, presents a problem, you can anchor pegboard to the walls, drill holes in workbooks, and hang them on long hooks, a la supermarket nut and candy racks.

Hang answer keys on bulletin boards in different areas of the room.

Color-code class folders (per. 1, red, per.2, yellow) to make finding and identifying them faster and easier.

Clearly mark contents on the front of the box or drawer, i.e. student folders, answer sheets, progress charts, etc., so students can serve themselves as needed.

Mark on table, shelf, or wall what material belongs in that place, and train students to return everything at the end of the period. Materials should be accessible to students, except for hardware which must be more closely controlled. Cable bike locks can be used to anchor tape recorders to a desk or table, if you feel that such a precaution would be wise.

Visual Appeal

The reading lab should look as little like a traditional classroom as possible. Rearrangement of the furniture into unconventional groupings, use of bright color wherever possible, and the open availability of materials all contribute to an exciting, positive learning atmosphere. The teacher's desk does not need to occupy a central position. Perhaps the people who use the room may agree to remove it altogether, particularly if space is limited.

Contact paper works wonders. Use it where indicated.

Posters, collages, pictures cut from magazines, old calendars, etc., can cover ugly walls, brighten the atmosphere, and greatly diminish the handwriting on the wall. Encourage students to bring in pictures they like to add to the collection. Change the display once in a while.

READING SKILLS TO BE TAUGHT

I. Word Recognition Skills

- A. picture clues
- B. sight word clues
- C. configuration clues
- D. context clues
- E. phonetic analysis
  - 1. phonics
    - a) consonants, consonant blends and digraphs, digraph blends and silent consonants
    - b) vowels and clues to vowel sounds
  - 2. the syllable
  - 3. accentuation
  - 4. syllabication

II. Vocabulary Development Skills

- A. structural or morphemic analysis
  - 1. roots
  - 2. prefixes
  - 3. suffixes
  - 4. inflectional endings
  - 5. compound words
- B. dictionary skills
- C. context clues
  - 1. description clues
  - 2. summary clues
  - 3. literal sense meaning clues
  - 4. figure of speech clues
  - 5. definition of explanation clues
  - 6. synonym clues
  - 7. antonym clues

III. Comprehension Skills

- A. Literal
  - 1. identifying facts and details
  - 2. determining sequence of events
  - 3. understanding vocabulary in context
  - 4. understanding syntax and grammar
  - 5. identifying pronoun referents
- B. Interpretive
  - 1. identifying main ideas and supporting details
  - 2. summarizing
  - 3. making inferences
  - 4. making generalizations
  - 5. drawing conclusions
  - 6. identifying cause and effect
  - 7. comparing and contrasting
  - 8. identifying motives and emotional reactions of characters
  - 9. anticipating events
  - 10. predicting outcomes
  - 11. making assumptions
  - 12. making analogies

C. Evaluative

1. distinguishing between fact and opinion
2. identifying connotative meanings of words--emotionally charged words
3. identifying author's purpose (considering background, philosophy, etc.)
4. identifying author's tone and style--sarcasm, cynicism, satire, etc.
5. recognizing persuasive tricks:

    a) propanganda
    b) cause of statistics and other data
    c) reference to authoritative sources
    d) exaggerations, lies and omissions

6. recognizing faulty reasoning or fallacies of thinking

    a) illogical reasoning-premise, evidence conclusion
    b) circular reasoning
    c) begging the question

7. determining validity and relevancy

IV. Study Skills

A. following directions
B. dictionary skills
C. using graphic representations

1. graphs

    a) pictographs
    b) bar graphs
    c) line graphs
    d) pie graphs

2. maps
3. tables
4. diagrams
5. charts

D. Locating information

1. library skills
2. locating information in a book

    a) table of contents
    b) preface and/or introduction
    c) glossary
    d) appendix
    e) index
    f) bibliography
    g) footnotes
    h) chapter, sectional, paragraph and marginal headings
    i) list of maps, charts, tables and illustrations

3. reference materials

    a) dictionaries
    b) encyclopedias
    c) indexes
    d) biographical dictionaries
    e) atlases
    f) gazetteers
    g) yearbooks and handbooks
    h) bibliographies

E. Selecting and appraising information of all reference books

1. ability to appraise the sources from which appropriate information can be obtained
2. selective reference reading
3. ability to evaluate material
4. skills in distinguishing between important and unimportant facts and ideas

F. organizing information
1. outlining and summarizing
2. note taking

G. studying and recalling information
1. SQ3R Formula
2. selecting and appraising information for exams
3. study habits
4. studying for exams

H. Taking Exams

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

LEARNING VOCABULARY

(from George D. Spache and Evelyn B. Spache, Teaching Reading in the Elementary School, Third Edition, Allyn and Bacon, 1973, pp. 533-535)

What Works	What Doesn't Work
1. Categorizing or classifying words according to type, function, rhyme, sounds, etc.	Attempting to learn lists of words
2. Recognizing that the needed writing vocabulary is much smaller than in reading and teaching spelling only of those words child needs to communicate	Expecting transfer from one medium to another, e.g., from reading to spelling
3. Recognizing that words are symbols for ideas or experiences which must precede the learning of the related word	Teaching "vocabulary" or teaching words
4. Fostering vocabulary development by permitting children to read widely, and in depth in their areas of interest	Structuring or planning a similar reading program for all children
5. Encouraging children to work out new words in each piece of reading material	Presenting new words prior to child's attempt to read them in a context
6. Presenting, gradually a word in many contexts which emphasize its many meanings	Teaching a word and its meaning
7. Recognizing that different children show varying aptitudes in learning modality as visual, auditory, or kinesthetic	Presenting new words in a repeated, static fashion to all the group
8. Realizing that some children are confused by multisensory impressions of words and would learn better if only one avenue was employed, at least at a time	Assuming that a multisensory presentation of a word is superior to use of a single medium
9. Helping children to recognize which strategies work best for each of them and then strengthening their use of this technique	Placing dependence for vocabulary growth upon one strategy, as phonics or dictionary use
10. Recognizing that small words in large words are not true words and that their pronunciation differs widely from the true word	Teaching children to look for known small words within a new word
11. Stimulating interest in words, collecting interesting words, displaying and discussing them, finding opportunities to use them	Limiting word study to the list offered in a reader or some such source

What Works	What Doesn't Work
12. Offering pictures and actions and relevant adjectives to reinforce lexical words, teaching structural words only in phrases: to the store, in my desk	Teaching lexical words (nouns and verbs) in same fashion as structural words (prepositions, conjunctions, etc.)
13. Trying to build relationships among the words as cows eat hay, the rope is around the jug. Including related words as moon-night-dark to strengthen retention of the desired word	Teaching several unrelated new words
14. Using pictures only in the initial presentations, then practicing without pictures	Using pictures as a constant reinforcement to word recognition over and over again
15. Strengthening word recognition by variety of exercises in classifying same words, i.e., according to size, color, shape, setting, common word elements, etc.	Reviewing word recognition largely by workbook exercises emphasizing matching of word and picture
16. Encouraging children to use only the sound of the first letter and the context to derive the word	Expecting children to react to pattern of separate letters, e.g., spelling patterns
17. Realizing that word recognition is much more successful in context than in lists	Using test on a list of words as final indication of child's recognition of these
18. Being aware that word usage changes and the Dolch list is no longer representative of the most frequent words; besides, the words are not of equal learnability	Teaching some list such as the Dolch as essential to all future reading
19. Realizing that long-term learning of words necessitates forming generalizations and associations, as suggested above in this column	Repeating words over and over again as primary strategy for learning
20. Recognizing that associations are stimulated better when words are heard than when they are seen, as in reading to children, then discussing	Relying on blackboard presentation of new words as basic technique
21. Stimulating deduction from context by the cloze procedure, by discussing their reasons for their choices	Discouraging children from guessing what a word is
22. Postponing practice in quick recognition until much practice in classification and forming associations has occurred	Moving quickly to rapid drill on words with flash cards, or some machine soon after their initial presentation

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TITLE I HIGH SCHOOL READING PROGRAMS

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Sample S..... Student Interview

Sample T..... Independent Reading Record

Sample U..... The Role of the Educational Assistant

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TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE A

STUDENT PROGRAM

Name:_____ Class:_____

Address: _____, New York Zip_____

Phone Number:_____ Parent or Guardian_____

Program: Date of Birth_____

Class	1	2	3	4	5	6	7	8
Room								
Teacher's Name								

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

TITLE I DATA CARD — SAMPLE B

NAME: _____ DATE OF BIRTH: _____

SCHOOL: _____ FUNCTION _____ PROGRAM: _____

FALL		SPRING	
FUNDED TEACHER:		FUNDED TEACHER:	
GRADE:	OFF. CLASS	GRADE:	OFF. CLASS
(CHECK ONE) ATTENDANCE ☐ 75% OR MORE ☐ LESS THAN 75%	FUNDED CLASS:	(CHECK ONE) ATTENDANCE ☐ 75% OR MORE ☐ LESS THAN 75%	FUNDED CLASS:
	TAX-LEVY CLASS:		TAX-LEVY CLASS:

TEST:	DATE:	SEPT.	MID-YR.	JUNE	COMMENTS
FORM/ LEVEL					
MATH-COMPUTATION*					
WORD KNOWLEDGE*					
READING COMPREHENSION*					
TOTAL READING*					

*INSTRUCTIONS IF POST TEST SCORE IS MISSING: INDICATE: A - ABSENT D - DISCHARGED

HIGH SCHOOL FUNDED REMEDIAL PROGRAMS

NAME: John Doe DATE OF BIRTH: 4/7/1960

SCHOOL: New City High School FUNCTION 09-69613 PROGRAM: SRR

FALL '75		SPRING '76	
FUNDED TEACHER: Mr. Smith		FUNDED TEACHER: Ms. Dale	
GRADE: 10	OFF. CLASS 10-A23	GRADE: 10	OFF. CLASS 10-B23
(CHECK ONE) ATTENDANCE ☐ 75% OR MORE ☒ LESS THAN 75%	FUNDED CLASS: SRR 101	(CHECK ONE) ATTENDANCE ☒ 75% OR MORE ☐ LESS THAN 75%	FUNDED CLASS: SRR 102
	TAX-LEVY CLASS: Eng. 313		TAX-LEVY CLASS: Eng. 413

TEST:	DATE:	SEPT. 9/15/75	MID-YR. 1/16/76	JUNE 6/3/76	COMMENTS
FORM/ LEVEL		III T	II T	I T	Fall '75 - Hospitalized 17 days
MATH-COMPUTATION*		--	--	--	
WORD KNOWLEDGE*		4.2	4.8	5.4	
READING COMPREHENSION*		3.8	4.3	4.9	
TOTAL READING*		4.1	4.5	5.2	

*INSTRUCTIONS IF POST TEST SCORE IS MISSING: INDICATE: A - ABSENT D - DISCHARGED

HIGH SCHOOL FUNDED REMEDIAL PROGRAMS

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAM

SAMPLE C

Raw Score to Grade Equivalent for Advanced Reading Test - FORM III A

Test 1: Word Knowledge		Test2, Reading		Total Reading		Total Reading (continued)	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Score	Grade Equiv.	Raw Score	Grade Equiv.
50	12.9			95	12.9	45	6.9
49	12.8			94	12.9	44	6.7
48	12.6			93	12.9	43	6.7
47	12.4			92	12.9	42	6.6
46	12.1			91	12.8	41	6.4
45	11.9	45	12.9	90	12.7	40	6.4
44	11.6	44	12.9	89	12.6	39	6.2
43	11.4	43	12.9	88	12.5	38	6.0
42	11.1	42	12.6	87	12.4	37	5.8
41	10.8	41	12.4	86	12.3	36	5.7
40	10.5	40	12.1	85	12.1	35	5.6
39	10.2	39	11.8	84	12.0	34	5.5
38	9.9	38	11.6	83	11.9	33	5.3
37	9.7	37	11.3	82	11.8	32	5.2
36	9.4	36	11.0	81	11.6	31	5.0
35	9.1	35	10.7	80	11.4	30	4.8
34	8.8	34	10.3	79	11.3	29	4.6
33	8.6	33	10.1	78	11.2	28	4.5
32	8.4	32	9.9	77	11.0	27	4.4
31	8.1	31	9.5	76	10.9	26	4.3
30	7.9	30	9.0	75	10.7	25	4.1
29	7.7	29	8.7	74	10.6	24	3.9
28	7.5	28	8.4	73	10.4	23	3.8
27	7.3	27	8.2	72	10.2	22	3.6
26	7.2	26	8.0	71	10.0	21	3.4
25	7.1	25	7.8	70	10.0	20	3.3
24	6.9	24	7.6	69	9.8	19	3.1
23	6.7	23	7.3	68	9.8	18	3.0
22	6.5	22	7.1	67	9.6	17	2.8
21	6.3	21	6.9	66	9.3	16	2.6
20	6.1	20	6.7	65	9.3	15	2.5
19	6.0	19	6.3	64	9.0	14	2.4
18	5 6	18	6.1	63	9.0	13	2.3
17	5.4	17	5.7	62	8.7	12	2.2
16	5.2	16	5.4	61	8.4	11	2.1
15	4.8	15	5.1	60	8.4	10	1.9
14	4.5	14	4.8	59	8.2	9	1.8
13	4.2	13	4.5	58	8.2	8	1.6
12	3.9	12	4.2	57	8.0	7	1.5
11	3.6	11	3.9	56	8.0	6	1.4
10	3.2	10	3.6	55	7.8	5	1.2
9	2.9	9	3.3	54	7.8	4	1.2
8	2.6	8	3.0	53	7.6	3	1.1
7	2.5	7	2.7	52	7.4	2	1.0
6	2.3	6	2.4	51	7.4	1	1.0
5	2.1	5	2.2	50	7.3		
4	2.0	4	2.0	49	7.3		
3	1.8	3	1.8	48	7.1		
2	1.5	2	1.5	47	7.1		
1	1.3	1	1.3	46	6.9		

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TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE D

Raw Score to Grade Equivalent Conversions
for Advanced Reading Tests- Forms I, II A

Total Reading		Total Reading		Test 1, Word Knowledge		Test 2, Reading	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
95	12.9			50	12.9		
94	12.9			49	12.8		
93	12.9			48	12.6		
92	12.9			47	12.4		
91	12.8			46	12.1		
90	12.7	45	6.4	45	11.9	45	12.9
89	12.6	44	6.4	44	11.6	44	12.9
88	12.5	43	6.2	43	11.4	43	12.9
87	12.4	42	6.2	42	11.1	42	12.6
86	12.3	41	6.0	41	10.8	41	12.4
85	12.1	40	5.8	40	10.5	40	12.1
84	12.0	39	5.7	39	10.2	39	11.8
83	11.9	38	5.6	38	9.9	38	11.6
82	11.8	37	5.5	37	9.7	37	11.3
81	11.6	36	5.3	36	9.4	36	11.0
80	11.4	35	5.2	35	9.1	35	10.7
79	11.3	34	5.0	34	8.8	34	10.6
78	11.2	33	4.9	33	8.4	33	9.9
77	11.0	32	4.8	32	8.1	32	9.5
76	10.9	31.	4.6	31	7.9	31	9.0
75	10.7	30	4.5	30	7.7	30	8.7
74	10.6	29	4.4	29	7.5	29	8.4
73	10.4	28	4.3	28	7.3	28	8.0
72	10.2	27	4.2	27	7.2	27	7.8
71	10.0	26	4.1	26	7.1	26	7.6
70	9.8	25	3.9	25	6.9	25	7.3
69	9.8	24	3.8	24	6.7	24	7.1
68	9.6	23	3.7	23	6.3	23	6.9
67	9.3	22	3.5	22	6.1	22	6.7
66	9.3	21	3.4	21	6.0	21	6.3
65	9.0	20	3.3	20	5.6	20	6.1
64	8.7	19	3.1	19	5.4	19	5.9
63	8.4	18	3.0	18	5.2	18	5.7
62	8.4	17	2.8	17	5.0	17	5.4
61	8.2	16	2.6	16	4.7	16	5.1
60	8.2	15	2.5	15	4.4	15	4.8
59	8.0	14	2.4	14	4.2	14	4.7
58	8.0	13	2.3	13	3.9	13	4.4
57	7.8	12	2.2	12	3.7	12	4.2
56	7.6	11	2.1	11	3.4	11	3.9
55	7.4	10	2.0	10	3.2	10	3.6
54	7.4	9	2.0	9	2.9	9	3.3
53	7.3	8	2.0	8	2.6	8	3.0
52	7.3	7	2.0	7	2.5	7	2.7
51	7.1	6	2.0	6	2.3	6	2.4
50	7.1	5	2.0	5	2.1	5	2.2
49	6.9	4	2.0	4	2.0	4	2.0
48	6.7	3	2.0	3	2.0	3	2.0
47	6.7	2	2.0	2	2.0	2	2.0
46	6.6	1	2.0	1	2.0	1	2.0

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

NATIONAL NORMS FOR N.Y.C. TITLE I READING TESTS

Raw Score to Grade Equivalent Conversions for Intermediate Reading Tests--Forms I, II, III T

Test 1: Word Knowledge		Test 2: Reading		Total Reading		Total Reading (continued)	
Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
50	12.8					95	12.9
49	12.4					94	12.9
48	11.9					93	12.7
47	11.4					92	12.4
46	10.8					91	12.1
45	10.2	45	12.9	45	4.9	90	11.8
44	9.7	44	12.3	44	4.9	89	11.5
43	9.1	43	11.7	43	4.8	88	11.2
42	8.6	42	11.1	42	4.8	87	10.9
41	8.1	41	10.5	41	4.6	86	10.6
40	7.9	40	9.9	40	4.5	85	10.2
39	7.7	39	9.3	39	4.5	84	10.0
38	7.3	38	8.7	38	4.4	83	9.8
37	7.1	37	8.3	37	4.3	82	9.3
36	6.9	36	7.8	--	4.3	81	9.0
35	6.7	35	7.5	35	4.2	80	8.7
34	6.5	34	7.3	34	4.1	79	8.4
33	6.3	33	7.1	33	3.9	78	8.2
32	6.1	32	6.9	32	3.8	77	8.0
31	6.0	31	6.7	31	3.8	76	7.8
30	5.8	30	6.5	30	3.7	75	7.8
29	5.6	29	6.5	29	3.6	74	7.6
28	5.4	28	6.3	28	3.5	73	7.4
27	5.3	27	6.1	27	3.4	72	7.3
26	5.2	26	6.0	26	3.3	71	7.1
25	5.0	25	5.9	25	3.2	70	7.1
24	4.8	24	5.7	24	3.1	69	6.9
23	4.7	23	5.5	23	3.0	68	6.9
22	4.5	22	5.3	22	2.8	67	6.7
21	4.4	21	5.1	21	2.7	66	6.7
20	4.2	20	4.9	20	2.6	65	6.6
19	4.1	19	4.8	19	2.5	64	6.6
18	3.9	18	4.5	18	2.4	63	6.4
17	3.8	17	4.4	17	2.3	62	6.4
16	3.7	16	4.3	16	2.3	61	6.2
15	3.5	15	4.0	15	2.1	60	6.2
14	3.3	14	3.8	14	2.1	59	6.0
13	3.2	13	3.6	13	2.0	58	6.0
12	3.0	12	3.4	12	1.8	57	5.8
11	2.8	11	3.1	11	1.7	56	5.8
10	2.6	10	2.8	10	1.6	55	5.7
9	2.5	9	2.6	9	1.5	54	5.6
8	2.3	8	2.4	8	1.4	53	5.6
7	2.3	7	2.3	7	1.4	52	5.5
6	2.1	6	2.0	6	1.2	51	5.5
5	2.0	5	1.9	5	1.2	50	5.3
4	1.8	4	1.7	4	1.1	49	5.3
3	1.6	3	1.6	3	1.1	48	5.2
2	1.4	2	1.4	2	1.0	47	5.0
1	1.2	1	1.2	1	1.0	46	5.0

SAMPLE P
Advanced

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

NYC TITLE I READING TESTS

ITEM ANALYSIS

Teacher's Name(s)_____

	DATE	FORM	LEVEL	W.K.	COMP	TOTAL
Name:_____	1._____	_____	_____	_____	_____	_____
Off. Cl:_____	2._____	_____	_____	_____	_____	_____
	3.					

WORD KNOWLEDGE	Possible ITEMS	# ATTEMPTED	# CORRECT	COMMENT
FORM I A (F)	50			
FORM II A (G)	50			
FORM III A (H)	50			

COMPREHENSION		Possible ITEMS	# ATTEMPTED	# CORRECT	COMMENT
I A (F)	Form A	45			
M.I. Main Idea	3,12,19,28,36	5			
I. Inference	1,4,5,7,9,10,14, 15,18,21,22,26, 27,29,31,32,35, 42,43,44,45	21			
FACTS	2,13,16,17,24, 25,30,33,34,38, 40,41	12			
W.K. Word Knowledge in Context	6,8,11,20,23 37,39	7			
II A (G)	Form	45			
M.I. Main Idea	3,14,18,28,34,40	6			
I. Inference	1,4,5,10,11,13, 15,16,21,22,23, 24,26,27,31,32, 35,36,37,41,42, 44,45	23			
FACTS	6,7,9,12,19,25, 38	7			
W.K. Word Knowledge in Context	2,8,17,20,29,30 33,39,43	9			
III A(H) Skill	Form	45			
M.I. Main Idea	4,6,22,32	4			
I. Inference	1,5,8,9,10,11,12, 13,15,16,19,23, 24,25,31,34,38, 39,40,41,42,43,45	23			
FACTS	3,17,18,26,27, 33,37	7			
W.K. Word Knowledge in Context	2,7,14,20,21,28, 29,30,35,36,44	11			

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE G

N. Y. C. TITLE I READING TESTS — Intermediate
ITEM ANALYSIS

Teacher's Name(s) _____

	DATE	FORM	LEVEL	W.K.	COMP	TOTAL
Name: _____	1.					
	2.					
Off. Cl.	3.					

WORD KNOWLEDGE		Possible ITEMS	# ATTEMPTED	# CORRECT	COMMENT
FORM I T(F)		50			
FORM II T(G)		50			
FORM III T(H)		50			
COMPREHENSION		**Possible ITEMS**	**# ATTEMPTED**	**# CORRECT**	**COMMENT**
I T (F)		45			
M.I. Main Idea	1,8,15,17,23, 29,34,41	8			
I. Inference	3,4,7,10,12,14, 19,22,24,26,27, 30,32,33,36,38, 39,43,44,45	20			
FACTS	5,6,9,13,16,21 28,37	8			
W.K. Word Knowledge in Context	2,11,18,20,25, 31,35,40,42	9			
II T(G)		45			
M.I. Main Idea	7,11,19,25,29, 33,41	7			
I. Inference	1,3,8,9,10,12, 13,16,21,24,27, 31,32,34,36,39 40,42	18			
FACTS	5,15,17,20,22, 28,35,37,38	9			
W.K. Word Knowledge in Context	2,4,6,14,18,23, 26,30,43,44,45	11			
III T(H) Topic		45			
M.I. Main Idea	5,11,18,24, 31,37,43	7			
I. Inference	3,4,8,10,14,16, 20,21,22,28, 30,33,35,36, 40,41,44,45	18			
FACTS	1,7,9,12,13, 26,34,38	8			
W.K. Word Knowledge in Context	2,6,15,17,19, 23,25,27,29, 32,39,42	12			

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE H

PROFILE SHEET

Name: Teacher's Name(s) Official Class: Date:

Reading Skills - Strengths (+) and Weaknesses (-)

I Word Attack		II Comprehension		III Study Skills	
1. Phonic Analysis	( )	1. Facts and Details	( )	1. Rate	( )
2. Structural Analysis	( )	2. Inference	( )	2. Retention	( )
3. Use of Context	( )	3. Main Idea	( )	3. Use of Graphic Aids	( )
4. Sight Vocabulary	( )	4.	( )	4. Use of Reference Materials	( )
5.	( )	5.	( )	5.	( )

TESTING

A. Standardized Tests:

1. Date: Test: Form: Level: W.K. R.C. - Total
Skill Areas: W.K. M.I. Inf. Facts W.K./Cont.

2. Date: Test: Form: Level: W.K. R.C. = Total
Skill areas: W.K. M.I. Inf. Facts W.K./Cont.

3. Date: Test: Form: Level: W.K. R.C. - Total
Skill areas: W.K. M.I. Inf. Facts W.K./Cont.

B. Individualized Diagnostic Tests

1. Sight Vocabulary
Test: Date:
Results:

2. Phonic Inventory/Structural Analysis
Test: Date:
Consonants-
Vowels-
Vowel Combination-
Consonent Blends/Digraphs-
Phonograms-

Results:
Final E (silent)
Prefixes-
Suffixes-
Roots-
Syllabication-

3. Use of Context - Cloze Procedure

Test: Date:
Results:

4. Oral Reading (IRI, Spache, Gray, Gilmore)

Test: Date:
Results:
Independent Level
Instructional Level
Frustration Level
Potentional Level

Comments:

Characteristics:

1. Word by Word	( )
2. Poor Phrasing	( )
3. Lack of Expression	( )
4. Poor Pitch	( )
5. Poor Enunciation	( )
6. Disregard of Punctuation	( )
7. Use of Phonics	( )
8. Use of Word Analysis	( )
9. Unawareness of Errors	( )
10. Head Movement	( )
11. Finger Pointing	( )
12. Loss of Place	( )

Excessive Errors In:
1. Additions
2. Omissions
3. Repetitions
4. Substitutions
5. Reversals
6. Self-Corrections (+)
7. Mispronunciations

5. Physical Factors:
Vision Hearing

General Health

GUIDE TO RECENTLY ACQUIRED TITLE I READING MATERIALS - MINI TAXONOMY - SAMPLE I

Skill Areas

Phonics	Structural Analysis	Facts	Inference	Vocab. In Context	Main Idea	Study Skills	Name of Material	Easy 1	Easy 2	Medium 3	Medium 4	Medium 5	Hard 6	Hard 7	Hard 8	Adv.	Comments
X	X	X	X	X	X		Barnell Loft Series	A	B	C	D	E	F			Adv.	See specific B/L titles
X	X	X	X	X	X		Basic Reading Skills	X	X	X	X	X	X	X			May be used with or without tapes
X	X	X	X	X	X	X	Be A Better Reader				A	B	C	1	2	3,4	Includes timed exercises
		X	X	X	X		Better Reading, Book I									X	
X	X	X	X	X	X		Clues 1, 2, 3		1	2	3						Diagnostic test included; tapes
		X	X				Consumer Education Series				X	X	X				Includes some Math computations
		X	X		X		Countries and Cultures				1	2	3	4	5	6	
			X				Critical Reading B,C,D			B	C	D					
				X			Crossword Puzzles for Reading										
							and Thinking 3,6			3			6				
		X	X		X		Dimensions: American Album			1	2	3	4	5	6		
		X	X		X		: Manpower				1	2	3	4	5	6	
	(Vocab. Development)						Durrell Word Analysis Cards A,B,C				A	B	C				Word recognition and categorization
		X	X	X	X	X	EDL Study Skills				C,cc, ccc	d,dd, ddd	e,ee, eee	f,ff, fff			Skills vary from card to card
	(sight word recognition)						Flash - X	X	X	X	X						Machine
		X	X	X	X	X	Go Reading in the Content Areas 4,5,6		4,5	4,5,6	4,5,6	5,6	6				
		X	X	X	X	X	Guided Reading : Looking Ahead		Hi A	Hi B	Hi C					)	
		X	X	X	X	X	: Science			B	C	D	E	F		)	
		X	X	X	X	X	: Social Studies			B	C	D	E	F		)	Include previewing material.
		X	X	X	X	X	: Sports & Biography			B	C	D	E	F		)	
		X	X		X		Heath:Urban Reading Kits				X	X	X				Skills required rexos in Manual
		X	X		X		Hip Readers 1,2	1	1,2	2							
						X	MacMillan Dictionary and Workbook									X	Specifically dictionary skills
			X			X	Map & Globe Skills				X						Map skills increasingly difficult
		X	X	X	X		McCall-Crabbs A - E		A	A,B	B,C	C,D	D,E	E	E	E	May be used as timed exercises
		X	X	X	X		Modern Short Biographies					X					
X	X						Operation Alphabet 1,2	1	1,2	2							
X							Phonics We Use A - G	A	B	C	D	E	F	G			
X	X						Phonic Word Builder	X	X	X							
	X			X			Pictocab					X	X	X	X	X	
		X	X	X	X		Profiles			X	X						
X	X						Programmed Phonics 1,2	X	X	X							Needs tapes or instructor
	X	X	X	X	X		Reading Attainment System I (Red)		Red	orange brown	green blue purple						Includes three cards per assignment.

GUIDE TO RECENTLY ACQUIRED TITLE I READING MATERIALS - MINI TAXONOMY - (Page 2) - SAMPLE I

Skill Areas

Phonics	Structural Analysis	Facts	Inference	Vocab. In Context	Main Idea	Study Skills	Name of Material	Approximate Grade Levels: Easy 1	Easy 2	Medium 3	Medium 4	Medium 5	Hard 6	Hard 7	Hard 8	Adv.	Comments
	X	X	X	X	X		Reading Attainment System II (Green)				maroon	orange grey green					
		X	X		X		Reading Development Kits B				400's	aqua 500's	violet 600's				Includes three cards per assignment
	X	X		X	X		Reading Exercises in: Blk. Hist., P.R. Hist., Spanish American History							1	2	3	Tapes included
	X	X	X	X	X		Reading for Concepts A - H	A	B	C,D	E	F,G	H				
	X	X	X	X	X		Real Stories A,1,2			A	1	2	2				
			X	X			RFU Junior		1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-100	
			X	X			RFU Senior					1-10	11-20	21 -		100	
		X	X	X	X		Short World Biographies						X	X			
		X	X	X	X		Skilpacers: Yellow, Red, Blue, Olive			yellow	Red	Blue	Olive				
		X	X	X	X		Springboards				X	X	X				
X	X	X	X	X	X		SRA I B	aqua	orange								Various subjects in depth
								purple	olive	brown							
									blue	green	red						
X	X	X	X	X	X		II A		orange								
									olive	brown	red	gold	purple				
X	X	X	X	X	X		II B		blue	green	tan	aqua	rose	silver			
										brown							
										green	tan	aqua	rose	orange			
X	X	X	X	X	X		II C			red	gold	purple	silver	olive	blue		
											tan						
											gold	purple	silver	olive	brown		
X	X	X	X	X	X		II B, 1969		tan	brown	orange	silver	aqua	blue	green	red	
										red	gold	green			silver		
X	X	X	X	X	X		III A, 1973			blue	purple	rose	orange	gold	brown	tan	
							III B,					blue	rose	brown	red	tan	
														green			
X	X	X	X	X	X		Tactics in Reading A, B, 1, 2							A	B	1,2	Rate building exercises
		X	X				Turner Livingston--Communication Series; Career Guidance				X	X					Several titles in each series

GUIDE TO RECENTLY ACQUIRED TITLE I READING MATERIALS - MINI TAXONOMY - (Page 3) - SAMPLE I

Skill Areas									Approximate Grade Levels								
Phonics	Structural Analysis	Facts	Inference	Vocab. In Context	Main Idea	Study Skills	Name of Material	Easy 1	Easy 2	Medium 3	Medium 4	Medium 5	Hard 6	Hard 7	8	Adv.	Comments
		X	X	X	X		Turning Point					X					
X	X						Vocabulator	X	X								
X	X	X	X	X	X		Voices from the Bottom						X	X	X		Rate building exercises
		X		X			We Are Black		1,2	3	4	5	6				
X	X						Webster Word Wheels	X	X	X							
	X	X	X	X	X		What's in a Name					X	X	X	X	X	
				X			Word Spy 3,6			3			6				Synonyms, Antonyms, Analogies
				X			Wordly Wise 1,2						X	X			
				X			World of Vocabulary 1			X							
							Paperback Series										
							Action, Double Action		X	X	X						
							Challenger		X	X	X	X	X				
							Classic Comics			X	X	X					
							King Comics	X	X	X	X						
							Pal Paperbacks		X	X	X	X					

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS, 131 Livingston Street, Brooklyn, N. Y. 11236

GUIDE TO SCIENCE LAB MATERIALS

SAMPLE J (Page 1)

SKILL AREAS								GRADE LEVELS								
Science Area	Vocabulary	Facts	Inference	Context	Main Idea	other	Name of MATERIAL	Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
Foods	WD51				D51		CRL Kit D & Workbook D (WD)		X	X	X						Kit & Workbook should be used together, workbook first. Workbook covers range of skills in each unit. Reading selection in workbook is easier than skills in kit.
Fossils	WD52	D52				classification D 52											
Rocks	WD53				D53												
Force	WD54				D54												
Senses	WD55				D55												
Water Cycle	WD56					visualizing D56											
Light & Sound	WD57		D57			comparison D57											
machines	WD58	D58	D58														
plant classification	WD59					Note taking D59											
micro-organizing	WD60		D60														
classification	WE51		E51				CRL Kit E & Workbook E (WE)			X	X	X					See note above
Earth's Rotation	WE52				E52												
Social Animals	WE53				E53												
Tides	WE54					visualizing E54				X	X	X					
Reproduction	WE55		E55														
Volcanoes	WE56	E56			E56												

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
Foods	WE57	E57					CRL Kit E & Workbook E (WE)										See Note from previou page.
Space	WE58	E58				Note Taking E58											
Ecology	WE59	E59				Graphs, charts Diagrams E59											
Space	WE60				E60												
Evolution	WF51	F51				Note Taking F51	CRL Kit F & Workbook F (WF)				X	X	X				Kit and Workbook sho be used together, Wo book first. Workbook covers range of skil in each unit. Readi selection in Workboo easier than skills i Kit.
Food Preservation	WF52	F52				graphs, charts diagrams F52											
Electricity	WF53					visualizing F53											
Universe	WF54				F54												
Ecology	WF55				F55												
Immunology	WF56				F56												
Oceanography	WF57				F57							X*	X	X			
Mountain Building	WF58		F58														
Wind	WF59		F59														
Nervous System	WF60				F60	graphs, charts diagrams F60											
Life Science	WG31					Cause & Effect G31	CRL Kit G & Workbook G (WG)							X	X	X	See Note above
Surface & Erosion	WG32				G32	Outlining G32											
Energy	WG33				G33												

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
Plant Structure	WG34		G34			Graphs, charts Diagrams G34	CRL Kit G & Workbook G (WG)										See Note previous page
Weather	WG35	G35															
Metric System	WG36	G36															
Classification	WG37					Graphs, charts Diagrams G37											
Matter	WG38				G38												
Earth Structure	WG39					Graphs, charts Diagrams G39											
Cells	WG40					Note Taking G40											
		"Read & Think" questions	"Use What You Have Learned" questions		"Read & Think" questions		Ecology Kit	Level A	Level B	Level C	Level D	Level E					Selected Home Act cards may be ass for special pro
communication selections	X						It's Your World Kit.			X	X	X	X	X	X	X	Rexo Worksheets Each unit covers aspects of a topi seven different l Vocabulary covera extensive selecti Good for better s
Human Body	X																
Foods & Nutrition	X																
Transportation	X																
Atomic Energy	X																
Living Things	X																
weather & Climate	X																
Earth & Oceans	X																

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
Space	X						It's Your World Kit.										See Note previous page.
Energy Sources	X																
Chemistry	X	X	X	X	X		Learn About Atoms		X	X							
Physics	X	X	X	X	X		Learn About Energy Conversion		X	X							
Physics	X	X	X	X	X		Learn About Machines		X	X							
Chemistry	X	X	X	X	X		Learn About Molecules		X	X							
	X	X	X	X	X		Reader's Digest Science Readers Level 5		X								Questions on all comprehension areas on accompanying rexograph masters. Vocabulary questions included for each sto
	X	X	X	X	X		Level 6			X							
	X	X	X	X	X		Level 7				X						
	X	X	X	X	X		Level 8					X					
	X	X	X	X	X		Level 9						X				
Sel. A Genetics			X	X		sentence structure	Reading Line Science Workbook							X	X	X	Questions concentrat on sentence structur and use of language, including context and inference skills.
Sel. B Pollution			X	X		X											
Sel. C Atoms			X	X		X											
Sel. D Rocket Engines			X	X		X											
Sel. E Visuals		X	X	X	X	X											
Sel. F Force			X	X		X											

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
Sel. G Photo-synthesis			X	X		X	Reading Line Science Workbook										See Note previous page
Sel. H Weather			X	X		X											
Sel. I Combustion			X	X		X											
Sel. J Heat			X	X		X											
	X	X	X	X	X		Science Reading Adventures BkF		X								
	X	X	X	X	X		Book F			X							
							Skills in Reading I						X	X			Information given for Natural Science Sectio only. Answers follow each section.
	All Passages	Passages 1-5; Ch.I, "Finding Details" pp. 75-89	Part II, Ch 3, "How Does It Work". Passages 1-5 pp. 106-121, Part II, Ch.4 "Drawing Conclusions" Pass. 1-5, pp 122-135			Cause & Effect, Part II, Ch. 2, Passages 1-5, pp. 90-105											
Earth Science Natural Sciences	117-120	109-111	112-115 115-Sec. A		105-109	Logical Relationships 111-112 Graphs, Charts Diagrams 115-116	Skills in Reading II								X	X	Information given for Natural Science Sectio only. Explanation of Ski pp. 104-120. Readings a applications pp. 121-13 Answers and explanation pp.137-157. Glossary, pp. 158-165.

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Hard 11th	Hard 12th	COMMENTS
	Part II All Selections	All Selections			All Selections												
							Springboards Science Kit	X	X	X							Range of Skills in each exercise. Stories include biographies of science and sports figures.
Introduction to Science							Systems 3 Science Workbook								X	X	
Measurement																	All comprehension skills are covered in each lesson. Most lessons include a question on calculation, using information contained in the lesson.
Introduction to physics																	
Machines																	
Heat																	
Sound																	
Light																	
Electricity																	
Magnetism																	
Nuclear Physics																	
Introduction to Chemistry																	

Science Area	SKILL AREAS: Vocabulary	Facts	Inference	Context	Main Idea	Other	Name of MATERIAL	GRADE LEVELS: Easy 4th 5th	Medium 6th 7th 8th	Hard 9th 10th 11th 12th	COMMENTS
Atoms and Molecules							Systems 3 Science Workbook				
Elements							(cont.)				
Metals											
Organic Chemistry											
Earth History											
Land											
Sea											
Air											
Solar System											
Stars											
Moon and Planet											
Introduction to Biology											
Plants											
Animals											
Human Body											
Nervous System											

SKILL AREAS							Name of MATERIAL	GRADE LEVELS							COMMENTS
Science Area	Vocabulary	Facts	Inference	Context	Main Idea	Other		Easy 4th 5th	Medium 6th 7th 8th		Hard 9th	10th	11th	12th	
Respiratory and Circulatory Systems							Systems 3 Science Workbook (cont.)								
Health															
Daily Life															

List of Materials for Science Taxonomy

CRL Kits & Workbooks, Levels D, E, F & G, Sussman Sales

Ecology Kit, SRA

It's Your World Kit & Rexograph Masters, Continental Press

Learn About Atoms, Energy Conversion, Machines & Molecules, booklets, Xerox

Reader's Digest Science Readers, Levels 5, 6, 7, 8, 9 and Rexograph Masters, Reader's Digest Press

Reading Line Science Workbook, Cambridge

Science Reading Adventures, Books E and F, Xerox

Skills in Reading, Books I and II, Cambridge

Springboards Science Kit, Noble & Noble

Systems 3 Science Workbook, Follett

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (p. 1)

Social Studies Area	SKILL AREAS: Word Analysis	Facts	Inference	Context	Main Idea	Other	Name of Material	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Comments
Am.Hist.		(F)	I		M		KITS AMERICAN ALBUM	2	3	4	5	6			
W. Hist.		(F)	I		M		COUNTRIES & CULTURES	1	2	3	4	5	6		
Eco.		(F)	(I)			Tables Graphs Charts Diagrams Cartoons	GRAPH & PICTURE STUDY SKILLS	←				→			
Career Ed		(F)	I		M		MANPOWER	1	2	3	4	5	6		
		(F)	I			Maps Scale Legends	MAP & GLOBE SKILLS	←				→			Reading level constant. However, since maps become more difficult, students must work sequentially.
Am. Hist. W. Hist.			(I)	C			READING FOR UNDERSTANDING SENIOR (RFU)			1-3	4-8	9-13	14-20	21-27	
Career Ed W.Hist. Am.Hist.		(F)			M	Skimming Library Index	RESEARCH LAB	←				→			Students should work in one area at a time.

F - Fact
I - Inference
C - Context
M - Main Idea
(O) - Indicates material contains many exercises in the skill area.

Social Studies Area	SKILL AREAS: Word Analysis	Fact	Inference	Context	Main Idea	Other	Name of Material WORKBOOK TYPE-MATERIALS	GRADE LEVELS: Easy 4th	5th	Medium 6th	7th	8th	Hard 9th	10th	Comments
Am. Hist.	Phonics, Roots Affixes	F	I		M		BE A BETTER READER	A	B	C	1	2	3		
Am. Hist. W. Hist.			(I)	(C)	(M)		BARNELL LOFT - MAIN IDEA - CONTEXT - DRAWING CON.		E	F					Drawing Conclusions is much more difficult than publisher indicates. The "C" book is suitable only for good readers.
Eco. Soc. W. Hist. Gov.	Technical Words Affixes Roots		I	C	M	Visuals Sequence Propaganda	CAMBRIDGE--THE READING LINE				↔				Answers in back of book (green pages).
Am. Hist.	Affixes, Roots	F	I	C		Maps Charts Style/Tone Graphs Cause/ Effect	CAMBRIDGE--SKILL POWER SER. SKILLS IN READING			One	Two				Test on pp. 1-7 can be used as a SS diagnostic instrument. (Book 2)
Eco Gov. Anthro. Soc.		F	I		M		CAMBRIDGE--TELEVISION STUDY GUIDE			↔					Good for small group lessons.
W. Hist.		F	I		M	Sequence Outlining Cause/Eff. Diagraming	CRITICAL READING & LISTENING GUIDE--SOCIAL STUDIES F 41-50			F					Frequent changes in exercise format tend to upset students unless they are given help.
W. Hist.						Time Lines Outlining Word Signals	CRL SKILL CARDS			F					
Cont. Issues	--	F	I		M	Cause/Eff. Fact/Opin.	GUIDED READING STUDY GUIDE CONTEMPORARY ISSUES			F-10					See above note on Critical Reading & List.
W. H.		F	I		M	Sequence Diagram.	GUIDED READING STUDY GUIDE HISTORY 11-20			F					" " " " " " "

SAMPLE K (p. 3)

Social Studies Area	SKILL AREAS: Word Analysis	Facts	Inference	Context	Main Idea	Other	Name of Material	GRADE LEVELS: Easy 4th 5th	Medium 6th 7th 8th	Hard 9th 10th	Comments
							WORKBOOK-TYPE MATERIALS				
Consumer Ed.		F	I				INQUIRY: CONSUMER EDUCATION	←→			
Family		(F)					JUST MARRIED	←→			Math questions
Family		(F)					FAMILY OF FIVE	←→			Math questions
Law							THE LAW & YOU	←→			Does not have self-marking quests
9th Gr. Area Studies						(Maps)	MAP SKILLS (Continental Press)				Answers are right next to questions (Program material-style). If this is a problem, answers can be blackened out in all books but one.
Psych.		(F)			M		MENTAL HEALTH	←→			Emotions, behavior, reality, problems.
Black Studies				(C)			MODERN BLACK STORIES		←→		No answer key available. Teacher must make one up.
Consumer Ed.		(F)					MODERN CONSUMER ED.	←→			
Am. Hist Ecology	Affixes; Roots Foreign words			C			NATIVE VOICES		←→		Ques. pp. 240-259. 28 essays (ecology, black consciousness, values, traditions, etc.)
				(C)			READING ROUND WORDS		F G H		Comes with cassettes.
						(Skimming Scanning Speed)	SKIM/SCAN ACTIVITY BOOK		F		

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (p. 4)

SKILL AREAS								GRADE LEVELS							
Social Studies Area	Structural Analysis	Facts	Inference	Content	Main Idea	Other	Name of Material	Easy 4th	5th	Medium 6th	7th	8th	Hard 9th	10th	Comments
Minority Issues Black St.	Affixes, Roots Syllabication Phonics	F	I	C	M	Dictionary Comparison/ Contrast	VOICES FROM THE BOTTOM SELECTIONS FROM THE BLACK			O L I V E B R O W N					Teacher would be well advised to eliminate a portion of the ques. Questions much more difficult than reading selections, and often poorly drawn.
Contemp. Problem.	Affixes, Roots		I	C	M	Details, Sequence, Predicting Outcomes	SHORT WORLD BIOGRAPHIES		←	→					Short stories of 30 outstanding men and women.
9th Grade Area Stud.	Technical Words	F			M	Maps Sequence Direction	SKILLS FOR UNDERSTANDING MAPS & GLOBES (FOLLETT)								
Am. Hist.	Compound Words Homonyms Technical Wds.			C		Categoriz- ing.	SUCCESS WITH WORDS								Answer key at the end of each section.
Am. Hist. Minority Issues Family		F		C			UNDERSTANDING PEOPLE			←		→			Theme of the Family handled by 4 different authors--Handsberry, Levenson
W. Hist.	Affixes, Roots						WORDS TO THE WISE						←	→	Answers at bottom of page.
Am. Hist. Contemp. Problem.	Synonyms Antonyms			C		Analogies	WORLD OF VOCABULARY		3	3					

GUIDE TO SOCIAL STUDIES LAB MATERIALS

SAMPLE K (P. 5)

Social Studies Area	SKILL AREAS: Word Analysis	Facts	Inference	Context	Main Idea	Other	Name of Material	GRADE LEVELS: Easy 4th	Easy 5th	Medium 6th	Medium 7th	Medium 8th	Hard 9th	Hard 10th	Comments
							REXOGRAPH WORKBOOKS								
Africa Black Studies	Gen. Vocab.	F				Maps	THE AFRICAN EXPERIENCE THE BLACK EXPERIENCE		↔ ↔						Answers are in front of book.
		F	I			Fact/Opin. Writer's Purpose Propaganda	CRITICAL READING SKILLS	C	C	C					Answers are open to question.
9th Grade Area St. W. Hist. Am. Hist. Africa						Maps	MAP OUTLINES ASIA EUROPE UNITED STATES LATIN AMERICA AFRICA WORLD								
Am. Hist. Eco. Law	Technical Voc.						SEARCH VISUALS SOCIAL STUDIES READING SKILLS	↔	↔						
Am. Hist. W. Hist.	Gen. Vocab.						CROSSWORD PUZZELS	↔	↔						Exellent for end-of-period assignment
		F	I			Point of View Sequence Sources Fact/Opin.	CRITICAL THINKING SKILLS	↔	↔						
Law							COURTROOM CASES	↔	↔						Cases elicit opinions but do not provide appropriate legal background.

SAMPLE K (p. 6)

Social Studies Area	SKILL AREAS: Word Analysis	Facts	Inference	Context	Main Idea	Other	Name of Material	GRADE LEVELS: Easy 4th 5th	Medium 6th 7th 8th	Hard 9th 10th	Comments
							MATERIALS FOR SMALL GROUP INSTRUCTION				
Eco.	Technical Voc.						ADVENTURES OF PRIMERO DINERO SUPERHEROES OF MACROECONOMICS		←——→		Deals with very sophisticated economic concepts--tax policy, money, GNP, prices, scarcity, etc.
Am. Hist. Eco.	Technical Voc.						CHANNING L. BETE PAMPHLETS Executive Branch Judicial System Declaration of Independence Bill of Rights Nature of Economics U. S. Market System Money and Banking Man's Economic Wants Inflation	←——→			
Am. Hist.	Vocabulary						FUN ACTIVITIES IN AM. HIST.				Good group activity for "odd" days.
Gov. Eco.							SCHOLASTIC SIMULATIONS Shipwreck & Other Gov. Games On Strike & Other Eco. Games				Plays--Good group activity for "odd" days.
	Affixes, Roots Phonics		I	C	M	Dictionary Time Order Cause/Effect.	TACTICS		A B		Excellent for small group lessons in Main Idea, Context, Inference.
Am. Hist.							DIPLOMACY - BOARD GAME				Quite a difficult game which takes several hours to complete. Good as an end-of-the-term activity.

Vocabulary Context

Skill	Level	Material	Page or Card Color	Comments
Context Clues	E	Across and Down - Scope/Word Skills I 30	All	Cross word puzzles on various topics.
Context Clues	E	Barnell Loft, Ltd. - Using Context B,C 14	All	
Context Clues	E	Building Reading Power - Context Clues Books 1-8 3	All	
Context Clues	E	I.R.P. Book I 34	1d,3c,3d-1,4c,6d, 9c	Use in connection with Chapter 13 in Reading Skills
Context Clues	E	Skilpacers 83	Red, Blue Green	
Context Clues	E	Double Action Kit, book 1&2 16		All stories deal with word meaning in context.
Context Clues	E	Reading Attainment I 49		All skill cards.
Context Clues	E-M	Reading Development Kit A 86		Getting Started Section, all cards.
Context Clues	M	Reading Development Kit B 86		Getting Started Section, all cards.
Context Clues	M	Reading Attainment II 49		All skill cards.
Context Clues	M	Barnell Loft - Words to Wear, Words to Meet, Words to Eat 402		
Context Clues	M	Turner - Looking for a Job 81	pp24,34, 47	p21 - crossword
Context Clues	M	Turner - The Newspapers You Read 46	p15	crossword puzzle

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE M

MATERIALS GUIDE

This guide is offered as an aid to familiarize you with the scope of some of the materials in your skills center. It will provide you with an overview. This is not a taxonomy. Please refer to the taxonomy to determine which materials to prescribe to remediate the specific areas of weakness which you have diagnosed.

MATERIAL	READING LEVEL	SKILLS
Action Kits	2.0-4.0	
For secondary students who haven't progressed beyond primary stage in reading skill, especially word recognition.		
		STORY #
Book I	2.0-2.2	1. compound words, main idea, details 2. -er, main idea, details 3. silent e, long a, main idea, details 4. silent e, long i, main idea, details
BOOK II	2.2-2.5	1. long o, silent e, sequence, main idea, details 2. -gh silent, sequence, main idea, details 3. -ened- sounds like end, sequence, main idea, details 4. contraction, finding proof, sequence, main idea, details 5. -kn- k is silent, finding proof, sequence, main idea, details 6. before e,i,y,- g often sounds like j (gin) finding proof, sequence, main idea, details 7. before e,a,i,- c often sounds like s, finding proof, sequence, main idea, details
BOOK III	2.6-2.9	1. -ea often sounds like long e (sea), inference, finding proof, sequence, main idea, details 2. -oa often sounds like long o (goat), inference, finding proof, sequence, main idea, details 3. -ea sounds like long e, inference, finding proof, sequence, main idea, details 4. prefix un means opposite, inference, finding proof, sequence, main idea, details 5. -ou often sounds like ow (count), inference, finding proof, sequence, main idea, details 6. -oi often sounds like oy, inference, finding proof, sequence, main idea, details 7. abbreviation - inference, finding proof, sequence, main idea, details 8. suffixes - inference, finding proof, sequence, main idea, details
Double Action	3.0-5.0	

TAXONOMY OF READING MATERIALS

BARNELL-LOFT SPECIFIC SKILLS		
A	1	Vocabulary-Context Clues, working with sounds comp.-Main Idea, Following Directions, Drawing Conclusions, Locating Answers, Getting Facts, Detecting the Sequence.
B	2	
C	3	
D	4	
E	5	
F	6	
Be A Better Reader Bk A	4.0	Vocabulary in Content areas, comprehensive skills, word attack skills, study skills, all grouped around units in social studies, math, science
Bk B	5.0	
Bk C	6.0	
Bk I	7.0	
Bk II	8.0	
BkIII	9.0	

MATERIAL	READING LEVEL	SKILLS
Challenger Books- Multi-Ethnic Series	4-6	Comp.-Literal, interpretive Voc.-Phonetic-structural word analysis
Clues for Reading Progress 3 Magazines dealing with phonetic analysis and structural analysis - each magazine is accompanied by an instructional tape	2.0-5.0	Comp. of words in context of sentence Very good for second-language students
Dimensions in Reading- "An American Album"		Comprehension Interpretation Reasoning Critical thinking
Lev. 1	3.0-3.9	
Lev. 2	4.0-4.9	
Lev. 3	5.0-5.9	
Lev. 4	6.0-6.9	
Lev. 5	7.0-7.9	
Lev. 6	8.0-8.9	
We Are Black		
1-20	2.0	Vocabulary-Context clues
21-40	2.5	Comp.-Literal
41-60	3.0	Interpretive
61-80	4.0	
81-100	5.0	
101-120	6.0	
EDL Controlled Reader		
BA	2.0	Vocabulary
CA	3.0	Comprehension
DA	4.0	Rate of Speed
EA	5.0	
FA	6.0	
EDL Flash-X Hand Tachistiscope & cards	AA-Non-reader 1.0 BA-1.0 - 2.0 CA-2.0 - 3.0	Sight words Visual Discrimination
EDL STUDY SKILLS (Kits)		
Box C	4.0	Comp.-Study Skills:
D	5.0	Science
E	6.0	
F	7.0	
CC	4.0	Comp.-Study Skills:
DD	5.0	Social Studies
EE	6.0	
FF	7.0	
CCC	4.0	Comp.-Study Skills:
DDD	5.0	Reference
EEE	6.0	
FFF	7.0	
FUN WITH WORDS	A-C 0-3.0 D 4.0 E 5.0 F 6.0	Auditory discrimination; needs student tutor or para to read the cards to very poor reader
KING COMICS		Motivation, phonics
LISTENING WITH A PURPOSE Tapes with workbook-giving self-contained lessons on listening skills		Comp.-Descriptions, Facts, Main idea, Logical Concl. Hidden Purpose,.....

MATERIAL	READING LEVEL	SKILLS
PICTOCABULARY 111 & 222 Words to Eat Words to Meet Words to Wear What's in a Name	5-10	Vocabulary-General
PROGRAMMED PHONICS 1 & 2 Cassettes & Workbooks		Phonics, structural analysis
PROGRAMMED READING FOR ADULTS	non-reader	Begin with teaching alphabet
READING ATTAINMENT SYSTEM I (Red) red, orange, brown green, blue, purple	3.0-3.9 4.0-4.9	Comp.-General Comp. Recalling Specifics, Incidents and Facts, Inference, Drawing Conclusions
READING ATTAINMENT SYSTEM II (Green) maroon and orange grey and green blue and violet	4.5 5 6	Vocab.-Examples in Reading and Word Attack Skills Spelling Alphabetizing Prefixes - Suffixes
READERS DIGEST ADULT READERS	2.0-3.0	Twelve adult level books with comprehensive questions
READING FOR CONCEPTS A 1.6-2.2 B 2.2-2.0 C 2.9-3.5 D 3.6-4.2	1.6-6.7 E 4.3-4.9 F 4.9-5.5 G 5.5-6.1 H 6.1-6.7	Comp.-Each article related to an underlying concept from 13 academic areas
READING FOR UNDERSTANDING Junior 1-2 3-6 7-15 16-29 30-39 40-49 50-57 58-65 66-74 75-80	2.8-3.0 3.1-3.9 4.0-4.9 5.0-5.9 6.0-6.9 7.0-7.9 8.0-8.9 9.0-9.9 10.0-10.9 11.0-11.3	Comp.-Inferences, Context
REAL STORIES I	4.0-5.5	Voc.-Up to 10 new words in each lesson General Context Clues Structural Analysis
REAL STORIES II Selections from newspapers and magazines with exercises of gradually increasing difficulty. Each selection builds on previous one	4.0-7.0	Comp.-Main idea Details Sequence Cause and Effect Inference Prediction of Outcome Organization Number Concepts
SCHOLASTIC CO. 4 5 6 7 8	4.0 5.0 6.0 7.0 8.0	Vocabulary of comprehension in subject areas
SKILL PACERS (Red)	2.0-3.5	Comp.-Main idea Metaphor, symbols, Details, Sequence, Loc. Ans., Predicting, Cause and Effect, References, Summarizing, Inference, Grouping, Interp.,

MATERIAL		READING LEVEL	SKILLS
SKILL PACERS (Blue)		3.5-5.0	Comp.-Main Idea, Details, Seq., Loc. Ans.....
See above			(Same as above)
SRA III B	Blue	5.0	Vocabulary-Context Clues,
	Rose	5.5	Phonic and Structural
	Brown	6.0	Word - Study Skills
	Green	7.0	Comp.-Information Gathering,
	Red	8.0	Inference, Critical,
	Tan	9.0	Main Idea, Details
	Gold	10.0	
	Aqua	11.0	
	Purple	12.0	
Tactics in Reading I		9.0	Vocabulary-Context
			Structure
(35 copies each of 50 cards)			Sound
			Dictionary
			Common Foreign Roots
			Imagery
			Comprehension-Sequence
			Sentences
			Inferences
			Paragraphs
UNDERSTANDING WORD GROUPS		Bk A 1.0	Sentence Structure
		Bk B 2.0	
		Bk C 3.0	
		Bk D 4.0	
		Bk E 5.0	
		Bk F 6.0	
WORD ANALYSIS PRACTICE CARDS		A 4.0	Vocabulary-General
		B 4.5-5.5	through association
		C 5.5-6.0	Good for second language
			students

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SAMPLE N

ASSIGNMENT SHEET - PROGRESS CHART

NAME: Teacher's Name(s) Off. Cl. Section:

Fall Spring 197 Sheet # Score:

Skill:

Material - Assignment	Date Comp.	Score	50 60 70 80 90 100

Skill:

Material - Assignment	Date Comp.	Score	50 60 70 80 90 100

Skill:

Material - Assignment	Date Comp.	Score	50 60 70 80 90 100

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SAMPLE O

UNIFORM ANSWER SHEET

STUDENT NAME _____

MON	TUES	WED	THURS	FRI
Skill	Skill	Skill	Skill	Skill
Material	Material	Material	Material	Material
Color/Card/Page	Color/Card/Page	Color/Card/Page	Color/Card/Page	Color/Card/Page
1.				
2.				
3.				
4.				
5.				
# right				
Score				

Comments:

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CONVERSION TABLE

SAMPLE P

FOR COMPUTING PERCENTAGE

TOTAL NUMBER QUESTIONS

NUMBER RIGHTS	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	3	3
2	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	9	9	9	8	8	8	7	7	7	6
3	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10
4	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13
5	100	83	72	63	56	50	45	42	39	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	16
6		100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	22	21	20
7			100	88	79	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23
8				100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	34	33	32	31	30	29	28	27
9					100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	37	36	35	33	32	31	30
10						100	91	83	77	71	67	63	59	56	53	50	47	45	43	42	40	38	37	36	34	33
11							100	92	85	79	73	69	65	61	58	55	52	50	47	46	44	42	41	39	38	37
12								100	92	86	80	75	71	67	63	60	57	54	52	50	48	46	44	42	41	40
13									100	93	87	81	76	72	68	65	63	59	56	55	52	50	48	46	44	43
14										100	93	87	82	78	74	70	67	63	60	58	56	54	52	50	48	47
15											100	94	87	83	79	75	71	68	65	62	60	58	56	54	52	50
16												100	94	89	84	80	76	72	69	67	64	62	60	58	56	54
17													100	94	89	85	81	77	74	71	68	65	63	61	59	57
18														100	95	90	86	81	78	75	72	69	67	65	62	60
19															100	95	91	86	82	79	76	73	70	68	65	62
20																100	95	90	86	83	80	77	74	71	69	67
21																	100	95	90	87	84	81	78	75	72	70
22																		100	96	92	88	85	81	79	76	74
23																			100	96	92	88	85	83	79	77
24																				100	96	92	89	86	83	80
25																					100	96	93	88	86	83
26																						100	96	93	90	87
27																							100	96	83	70
28																								100	96	94
29																									100	97
30																										100

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GROUP PROFILE SHEET-COMPREHENSION SKILLS

SAMPLE Q

STUDENT	MET COMP. SCORE	MAIN IDEA	INFERENCE	DETAILS	VOCABULARY IN CONTEXT	OTHER

24

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SAMPLE R

GROUP PROFILE SHEET - PHONIC SKILLS

STUDENT	CONSONANTS			VOWELS						SYLLABICATION				
	Initial & final consonants	Initial consonant blends	Consonant digraphs	Short vowels	long vowel + e rule	2 adjacent vowels long	Vowels with r	Diphthongs	Other vowels	vc/cv	v/cv or vc/v	-/c+le	root/root	prefix/root	root/suffix

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Leonard Kantrowitz
Supervisor

SAMPLE S

STUDENT INTERVIEW

Name_____Reading Class_____

UNDERLINE OR FILL IN THE ANSWER THAT BEST DESCRIBES YOU.

1. I was born in (a) the United States (b) Haiti (c) Jamaica (d) Puerto Rico (e) China (f) Other Country_____
2. I have lived in the United States (a) all my life (b) 1 year (c) 3 years (d) 5 years (e) more than 5 years
3. The language we speak at home is (a) English (b) Spanish (c) Chinese (d) French (e) Other Language_____
4. I have _____ sisters and _____brothers
5. My three choices for a possible career are: (a) teaching (b) computer programming (c) nursing (d) police work (e) social work (f) medicine (g) medical technology (h) dentistry (i) machanics (j) engineering (k) art (l) music (m)_____
6. (a) I do like to read. (b) I do not like to read.
7. The books I have enjoyed most are:
   1.
   2.
   3.
8. I like to read about the following subjects: (a) love and romance (b) sports (c) mystery (d) trule life stories (e) science fiction (f) animals (g) people in other countries (h) Other_____
9. I read magazines (a) never (b) sometimes (c) most of the time
10. My favorite magazines are: (a) Sports Illustrated (b) Reader's Digest (c) Ebony (d) Ingenue (e) Seventeen (f) Popular Mechanics (g) Essence (h) Jet (i) Car and Driver (j) Photography (k) Others_____
11. I like to do the following in my spare time: (a) play on a team (b) Work (c) Babysit (d) watch TV (e) draw or paint (f) go to the movies (g) homework (h) work as a tutor (i) Other_____
12. I think I need help in (a) vocabulary (b) study skills (c) reading comprehension (d) reading faster (e) concentrating more (f) pronunciation (g) spelling (h) following directions (i) Other_____

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SAMPLE T

INDEPENDENT READING RECORD

Student _____

	Date Borrowed	Name of Book/Article	Date Returned	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

BOARD OF EDUCATION OF THE CITY OF NEW YORK
TITLE I HIGH SCHOOL READING PROGRAMS

SAMPLE U

THE ROLE OF THE EDUCATIONAL ASSISTANT IN THE FUNDED TITLE I READING PROGRAMS

First, it cannot be overemphasized that the assistant hired by Title I funds is responsible only to such programs. The paras must work only with and for eligible Title I pupils. This mandate precludes department-wide or school-wide responsibilities such as assisting the chairman, working in the deans' office, making entries on pupils' records on a school-wide basis and similar assignments.

The teacher and the aide are partners in instruction. Provision should be made for planning together, for conference, for guidance by the teacher on procedures the aide should follow. There should be regular planning sessions in addition to periodic conferences when the need arises.

1. At beginning of class: A para's primary responsibility is to work with students. This is not the time for doing clerical work. Help distribute folders. Help kids begin working by answering questions about assignments, location of materials, etc. Help students decipher assignments and find the materials; don't do it all for them. You should know the materials, where they are kept, and what the teacher's abbreviations mean.

2. During the class: Work with a few students selected in partnership with the teacher. You might work with poor readers on Operation Alphabet, flash cards, drills, or phonics exercises. You might play scrabble or other word games with a small group of students. You might also move around the room the way the teacher does, answering questions, checking kids' progress, making sure they check wrong answers to discover what they're doing wrong, etc.

Use your judgment about what to do in situations where you can't consult with the teacher right away. Does the student need additional review? An easier or more difficult assignment? If so, do it, and be sure to tell the teacher afterwards.

A few minutes before the end of class, remind students to finish their work and record what they have done. Help them replace materials and put folders away. Check to make sure that cards and workbooks are put away rather than kept in folders - someone else may need them later in the day!

Compliment a kid on his/her improvement. Comfort somebody who's having a hard time. Show you care. This may be one of the most important contributions you can make.

GENERAL ROUTINES

1) Review results of diagnostic tests with teacher.

2) Review teacher prescriptions for remediation of individual students.

3) Become acquainted with the reading material in the skills center.

4) Provide one-to-one tutoring based on the teacher's diagnosis of the students' disabilities.

5) Learn the operation of the reading equipment in the skills center.

6) Assist the students with utilization of this equipment.

7) Maintain the reading kits, library materials and reading equipment.

8) Hold small group discussions with students about the books they are reading.

9) Assist the student to reorganize the reading skills involved in the workshop activities.

10) Assist students in the preparation and production of materials to reinforce basic skills.

11) Encourage students to talk about their experiences and prepare plays and short stories to read in small groups.

12) Assist in maintaining records in the reading lab. (attendance, reading scores, marking reading tests).